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ABSTRACT

The Pittsburg State University project described in this report was designed to use existing law enforcement personnel to provide drug-free education to students, primarily in grades 5 and 6, in a large, primarily rural area. The project developed a curriculum and provided inservice training to law enforcement personnel. In addition, the curriculum, Law Enforcement and Drug Education Recipe (LEADER), will be introduced to existing and additional university courses so that future law enforcement personnel will be trained to provide effective drug education. The curriculum emphasizes values clarification and counseling and communication skills, as well as prevention, rehabilitation, and the psychopharmacology, psychology, sociology and physiology of drug usage. Questionnaires that survey elementary and secondary student attitudes and knowledge are included. (KM)

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USING LAW ENFORCEMENT PERSONNEL IN DRUG FREE (School and Community) EDUCATION

Pittsburg State University
Pittsburg, Kansas

Funded in Combination by
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AASCU/ERIC Model Programs Inventory Project

The AASCU/ERIC Model Programs Inventory is a two-year project seeking to establish and test a model system for collecting and disseminating information on model programs at AASCU-member institutions--375 of the public four-year colleges and universities in the United States.

The four objectives of the project are:

- To increase the information on model programs available to all institutions through the ERIC system
- To encourage the use of the ERIC system by AASCU institutions
- To improve AASCU's ability to know about, and share information on, activities at member institutions, and
- To test a model for collaboration with ERIC that other national organizations might adopt.

The AASCU/ERIC Model Programs Inventory Project is funded with a grant from the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education at The George Washington University.

ABSTRACT

Using Law Enforcement Personnel In Drug-Free (School and Community) Education is a unique approach in the attempt to eliminate substance abuse, and substance use in a unique geographical area. First, it is necessary to draw a theoretical circle on a map with a radius of approximately one hundred miles from the center of Pittsburg, Kansas, where Pittsburg State University (PSU) is located. Visualizing this circle as a face of a clock, Kansas City, Kansas and Kansas City, Missouri would be located just outside that clock at approximately the 12:00 o'clock position. Springfield, Missouri would be just inside that circle at approximately the 3:00 o'clock position. Harrison, Bentonville, and Rogers, Arkansas would be just outside that perimeter at about the 5:00 o'clock position. Tulsa, Oklahoma would extend just beyond the circle at approximately the 7:00 o'clock position. Wichita, Kansas would be located a short distance beyond the perimeter at the 9:00 o'clock position. Joplin, Missouri, located approximately 30 miles from Pittsburg, Kansas, and Springfield, Missouri are the only major metropolitan centers located within the circle which encompasses a basically rural population. This area reflects the area served by Pittsburg State University and the area to be served by this project. Due to the vastness of the area, the primary focus of services will be provided to eleven counties of Southeast Kansas and the eight counties of Southwest Missouri, which are each typified as a service community block or area. Services can and will perhaps be provided outside these areas, however, major emphasis will remain within these areas.

Our project is designed to make use of the existant manpower within our catchment area who are already identified with our purpose and that group is law enforcement personnel. The project task is to develop a curriculum which will ultimately be taught to students primarily in grades 5 and 6 within the above described catchment area.

The project has two major points of intervention to accomplish this task. The first is to provide inservice training to as many law enforcement personnel as possible within the above described catchment area during the life of the project, which is funded through April 1990 by a grant from the United States Department of Education. The second point of intervention is provided through the university itself. As Pittsburg State University is a major educational facility for the area described and students are attracted in large numbers from this area, the existing programs serve as a major training ground for those who become law enforcement personnel in this area. Consequently the curriculum developed, known as LEADER (Law Enforcement And Drug Education Recipe), will be introduced to existing and additional courses here at P.S.U. This component to the project will have the net effect of teaching potential law enforcement personnel how to provide effective drug education, prior to their employment as law enforcement personnel. The specifics of how this task is to be accomplished are spelled out in various parts of the material provided to AASCU.

In summary, this project is a unique approach to a large geographical and primarily rural area, which utilizes existing community personnel so that the vital work of the project can go on with a domino effect. Through this chosen method the project has an on-going effect, past the point of special grant funding. With this unique approach we believe the impact upon averting substance use and abuse will be positive and everlasting.

INTRODUCTION

Our document to the AASCU includes the seven sections outlined in your request for information, i.e. 1) cover page 2) abstract 3) introduction 4) background information, 5) project description, 6) results 7) conclusions and recommendations. This material is supplemented by copies of two specific survey questionnaires we propose to use.

Through our research we have determined that the studies completed by Ray and Ksir, 1987, and Botvin et al., 1984 are important to the development of our program. In our search through "Abstracts of Drug Prevention Programs Funded in the Southwest Region 1987" we recognize some projects which have an emphasis similar to our project in terms of focusing on peer counseling, self esteem issues, teaching of refusal skills, etc. However, to the best of our knowledge, our project is absolutely unique in reference to our thrust. Our program is the only program we know of attempting to 1) train via in-service, existing law enforcement personnel and 2) teach via college courses the same curriculum material to students destined to become law enforcement personnel, who then go into the schools and communities armed with a new approach to drug free education. At the point these personnel go into the schools and communities there becomes more similarity between what will be taught by our project and what is being taught by other drug-free education projects. Our project curriculum focus on 1) acquisition of values 2) communication skills 3) self esteem issues 4) decision making skills 5) problem solving 6) assertiveness 7) peer counseling and 8) specific substance abuse consequences. Some of the above stated focuses are included in many other drug free education projects, however, our absolute uniqueness is four fold. This uniqueness is enumerated below.

1. To our knowledge we are the only project focusing on all eight of the areas spelled out above. Many projects focus upon one or several of these components as part of their program, however, none to our knowledge focus upon all eight.

2. All of the above material is incorporated under the umbrella of Erikson's Eight Stages of Man as a theoretical basis for understanding developmental issues the individual will be struggling with, when confronted with the choices they face regarding non-use, use, abuse.

3. Our project is totally unique to our knowledge in our approach of using law enforcement personnel as teachers of the above stated information. This uniqueness provides the potential of permanence to our project, as law enforcement personnel have long been engaged in the activity of dissemination of drug information. Consequently, when our project grant expires, our work goes on indefinitely.

4. Coupled with the above stated uniqueness is a special emphasis which reflects our project uniqueness. That special emphasis is the teaching of attending behaviors to law enforcement personnel in the belief that their presentation styles can be modified from that of authoratarian to authoratative, and hence they will hopefully be perceived by students as knowledgable and helpful, rather than forceful and adversarial.

America is a drug oriented society whether it be in the context of that first morning cup of coffee and cigarette or "mainlining" heroin in the urban ghetto. The empirical reality is the fact that substance abuse has permeated every stratum of American society in 1988.

Law enforcement personnel observe the effects of substance abuse first hand. They routinely encounter the danger and human suffering associated with substance abuse. Therefore, law enforcement personnel possess a unique combination of practical experience and knowledge which could be channeled into comprehensive prevention programs already in existence in communities, schools and other institutions.

HIGH RISK AREA WITH HIGH RISK YOUTH IN SOUTHEAST KANSAS

In data released by the Kansas Department of Health and Environment in 1988, there were 410 births to teenage mothers in Southeast Kansas in 1987. This number accounts for 10% of all births by those under the age of twenty. Moreover, this particular region consistently marks the highest rate of unemployment. A depressed agricultural and mining economy also contributes to extremely low wages and salaries when compared to other regions of Kansas. Data provided by SRS/Alcohol and Drug Abuse Service show that 17.9% of all youth were self-referred in 1987; the court system referred 15% and parole offices 14.6%. For adults, referrals from the criminal justice system accounted for 33% of total admissions to Kansas Alcohol and Drug Treatment Programs in the fiscal year 1987 in Southeast Kansas.. In the eleven counties representing Southeast Kansas, the admission rates for adults in state supported substance abuse programs were up 3% from 1985 figures according to SRS's December 1987 report.

In a recent survey (February, 1988) conducted by the School of Education at Emporia State University, the leading factor associated with behavioral and learning problems in Kansas public schools was substance abuse. School districts in the eleven counties representing Southeast Kansas are presently in the process of initiating changes in their K-12 curriculum to intervene with a prevention program. These prevention techniques include teaching skills in making decisions, refusal skills (saying no) in reference to peer pressure, value clarification exercises, communication skills and programs to enhance and improve self-esteem. All of these programs have been shown to be extremely effective in primary prevention programs (Ray and Ksir, 1987) Botvin et al. (1984) empirically demonstrated the importance of primary prevention and refusal strategies in using peer groups to help youth deal with rejection when they use refusal strategies. Botvin et al. (1984) reported a 50% reduction in substance use with school age children who were subjects in their programs.

THE NEED FOR INSERVICE TRAINING IN SOUTHEAST KANSAS

In February 1987, a telephone survey was conducted by the Southeast Kansas Educational Service Center to assess the need for substance abuse inservice training for teachers in 29 individual school districts in Southeast Kansas. The results of the survey indicate that substance abuse prevention has not been a major component of inservice programs in Southeast Kansas school districts. Only 36% of those surveyed have any type of alcohol and drug prevention training for teachers. Most of the training has been based on the incorrect assumption that knowledge leads to prevention and changes in attitudes and behavior. These

programs do not coordinate their training with a comprehensive and standardized inservice program designed to address the critical range of issues already reviewed which are related to prevention. Most use ad hoc disciplinary action rather than a prevention model.

Prevention services out of educational settings as reported in the survey are minimal. Agencies that offer education and prevention services are not coordinated and tend to be limited to specific geographic areas. Local mental health centers, chemical dependency treatment units, and state agencies tend to typify the types of organizations providing some important forms of substance abuse education services. These types of services have little, if any, impact on primary school based prevention programs.

Although substance abuse courses have been offered at Pittsburg State University, including inservice types of programs, they have not been implemented in a systematic and comprehensive manner. Workshops have been presented by the departments of Curriculum and Administration, and Psychology and Counseling, but no comprehensive and/or umbrella plan has been created for their integration into ongoing inter-departmental plans. There is no systematic information and prevention training about substance abuse either in the professional teaching semester or the elementary teaching methods class. Even in our present Criminology, Juvenile Delinquency, Corrections System, Practice in Social Work and Chemical Abuse, Treatment Services Courses there is no systematically integrated abuse prevention. The need for inservice training at Pittsburg State University to prepare graduates to be able to provide a comprehensive prevention program is urgently needed.

DESCRIPTION OF PROJECT

This proposal is a model for mobilizing potent resources among law enforcement personnel and expanding upon them to develop an ongoing prevention program. Ray and Ksir (1987) have shown that traditional anti-drug programs that relied heavily on law enforcement personnel only to disseminate information were ineffective since their programs were based on a learning model which incorrectly assumed that increased student's knowledge would lead to changes in attitudes and behavior. Our proposal is a strategy designed to remedy this learning model in Southeast Kansas and Southwest Missouri. Our model emphasizes teaching law enforcement personnel how to teach refusal skills (saying no), ways that children can cope with rejection by peer group when they say no, life decision making skills, assertiveness in communication skills and factors related to high self-esteem.

Most law enforcement agencies in Southeast Kansas and Southwest Missouri already have in place substance education programs for children and teenagers. Thus the strength of this proposal is that it would not require law enforcement agencies to initiate entirely new programs but rather modify the content and goals of ones already in place. Moreover, this program coincides with curriculum changes in the eleven school districts representing the eleven counties in Southeast Kansas. Thus this proposal aligns law enforcement agencies with school districts in a united program that will be shown to be effective in primary drug prevention.

METHODS

The present proposal outlines methods for:

1) Utilizing the resources of Pittsburg State University in Southeast Kansas to develop a model that will prepare law enforcement personnel through inservice training to present primary prevention programs to schools and community institutions.

2) Incorporating the model into graduate and undergraduate courses in social science in order to insure that present and future law enforcement personnel are exposed to recent information on content and refusal strategies.

The personnel and resources which will be used will come from the Departments of Social Sciences (sociology, social work, political science, paralegal, prelaw and political science, criminal justice, corrections), the Department of Counseling and Psychology, and the Department of Communications at Pittsburg State University, Pittsburg, Kansas. Pittsburg State University is located in Southeastern Kansas bordering on Southwest Missouri, Northwest Arkansas, and Northeastern Oklahoma. In the spring of 1988, PSU had total enrollment of 5500 students. There are over 220 majors in the Department of Social Science concentrating their studies in the various programs offered through the department. Approximately 125 to 150 students are in majors (sociology,social work, paralegal, criminal justice and corrections) which enter law enforcement agencies in the four state region. There are approximately 6000 law enforcement personnel in Southeastern Kansas which will potentially require inservice training.

SPECIFIC OBJECTIVES

1) To provide on site inservice training to present law enforcement personnel concerning substance abuse prevention.

2) To provide preservice training for law enforcement and criminal justice students in order to acquaint them with a prevention model.

COMPONENT ONE: INSERVICE TRAINING

The inservice sequence of the project will be taught by a PSU faculty member at the site of the designated law enforcement agency.

A. In order to standardize knowledge and information concerning substance abuse the content will include Substance Education:

1. prevalance and demographics of substance use and abuse
2. pharmacological aspects of drug use.
3. tissue deterioration inflicted by drugs.
4. psychological impairment of drug use.

B. In order to teach effective refusal skills to children and juveniles, build self esteem, communication, assertion and life making decision skills, the theoretical basis for subsequent components will be provided through study of Life Span Development:

Use of Erik Erikson's stages to acquaint law enforcement personnel with typical psychosocial struggles youth have to face, especially in reference to refusal skills in dealing with peer group pressure.

C. In order for law enforcement personnel to understand the relationship between substance abuse and psychosocial stages of development the content will include discussion of empirical Nexus between substance abuse and psychosocial development:

1. Botvin et al. (1984) study of how to use peer group pressure to deal with rejection when they utilize refusal strategies.
2. Introduction to primary prevention programs which have been successful according to Ray and Ksir (1987).

D. In order for law enforcement personnel to communicate effectively with children and juveniles, they must have a clear perception of themselves as positive agents in prevention programs. Therefore, the content will include:

Values Clarification:

1. What is a value clarification exercise.

2. How to engage in a value clarification exercise.

E. Since law enforcement personnel are often perceived as authoritarian because of their position in society it is extremely important to create a comfortable and optimum atmosphere for their prevention message to be accepted. Traditional anti-substance abuse programs utilizing standard lecture format seemed to be ineffectual in primary prevention programs. Therefore video equipment will be used to Teach Counseling and Communication Skills:

1. Relationship between psychosocial stages and communication skills.

2. Active listening, gentle probing, caring confrontation, modeling role playing.

3. Teaching communication skills, refusal skills, decision making skills.

4. Teaching how to build self-esteem.

F. Many of these strategies in teaching and communication are new to many law enforcement personnel. It will be necessary for law enforcement personnel to engage in a "dress rehearsal" of the entire presentation of a selected 6th grade class. This will allow them to experience the new teaching techniques, while allowing for a pretest of perception and attitude change in the initial stage of this study. Video equipment will be used in this stage for Dramaturgy:

1. Presentation of self-appropriate dress.

2. Presentation of message-language-articulation.

3. Body language analysis.

G. Debriefing of the dress rehearsal by viewing the video tapes and discussing issues will be conducted. This will allow the law enfrocement officers to assess their presentations and allow for critiques. Moreover, it also provides data necessary for modification in the evaluation design.

COMPONENT TWO: PRESERVICE

A. The first part of the preservice sequence will consist of developing and implementing a module on substance abuse to be included in course outlines in criminology, deviance and social control, juvenile delinquency and corrections in already existing sociology curriculum. In social work curriculum a module on substance abuse will be included in Advanced Practice II. Most sociology and social work majors who enter law enforcement must already take these courses. In order to graduate they are already exposed to a prevention model. They will also be required to go through the grant supported Inservice Training.

B. In addition to the already existing courses, a new preservice course will be developed for sociology and social work majors and criminal justice tracks. The content will include:

1. The psychopharmacological aspects of drug usage.
2. The psychological, sociological, cultural and physiological aspects of drugs with emphasis on assumed causes.
3. Emphasis on the already explicated prevention model.
4. Review of rehabilitation techniques and strategies.

Faculty members who are already teaching the present inplace courses will teach these additional modules. Because the new preservice course will be taught as an elective and will be offered alternating semesters, it will not create an additional load for existing faculty.

RESULTS

The results from the project "Using Law Enforcement Personnel in Drug-Free (School and Community) Education" can not at this time be reported in keeping with your deadline. This project is only in its initial development period. Although the project is operating on schedule the initial inservice training of law enforcement personnel component is not scheduled to begin until January of 1989. One initial pilot project inservice training did occur in December 1988 with very good results, however, the project is too young to even report interim results.

Prior to inservice training, law enforcement personnel will be administered a self assessment scale designed to measure their abilities to be positive communicators and teachers. In the initial stage of evaluation, we will interview law enforcement personnel utilizing a Likert scale. This strategy will allow us to evaluate the research instrument used to assess law enforcement personnel and probe into greater details in order to anticipate changes in teaching them counseling skills and other relevant material. In so doing, we will be able to increase both the validity and reliability of our evaluation instrument.

After the completion of the inservice training, we will administer the Likert scale to law enforcement personnel as post-test.

Once all law enforcement personnel have completed the inservice training component of the project, have devised their specific program presentation and are ready to enter the classroom, then measurement attempts of the students will be made. The plan is to use a pre-test post-test format. The specific instruments are the DCCCA Secondary School Student Survey Substance Attitudes, Knowledge, and use, and the

DCCCA Elementary School Student Survey Substance Attitudes, Knowledge, and use. In addition an effort will be made to use a pre-test, post-test, format to assess the changes in attitude that students have toward law enforcement personnel and law enforcement personnel have toward students. At this writing this particular instrument has not been developed although it is expected to be of the Likert scale type. A copy of the two DCCCA Surveys are attached.

The individuals responsible for the evaluation of this project are Harry L. Humphries Ph.d., Assistant Professor of Sociology, and Janet Johnson, graduate student assistant, hired part time for this purpose.

DCCCA ELEMENTARY SCHOOL STUDENT SURVEY

Substance Attitudes, Knowledge, and Use

Directions: You should have a small red answer sheet with this survey. Please do **NOT** put your name on it. Instead, please put your school name in the spaces available under the section called "LAST NAME." If your school's name is too long for this section, just use as much of the name as there are boxes under "LAST NAME." Please answer the questions on the answer sheet and **NOT** on the survey itself. Please make sure that the number of the question always matches the same number on the answer sheet. Please use only a #2 pencil. Please answer every question. You may choose NOT to do this survey. August, 1988.

1. **What is your sex?**
   A. Boy B. Girl

2. **What grade are you now in?**
   A. 4th or younger B. 5th C. 6th D. 7th E. 8th or older

3. **Smoking cigarettes is fun.**
   A. Yes B. No C. Do not know

4. **The drug used most often by those 18 or under is:**
   A. Marijuana B. Alcohol C. Cocaine D. Do not know

5. **How many cigarettes have you smoked in the last month (30 days)?**
   A. None B. One or part of one C. 2-4 D. 5-20 E. More than one pack

6. **How many of your friends sometimes use marijuana?**
   A. None B. A few C. Several D. Most E. All

7. **Alcoholism is a disease.**
   A. Yes B. No C. Do not know

8. **Kids who drink beer are acting dumb.**
   A. Yes B. No C. Do not know

9. **How many of your friends sometimes use cigarettes?**
   A. None B. A few C. Several D. Most E. All

10. **Smoking marijuana is a good way to have fun.**
    A. Yes B. No C. Do not know

11. **I can do things as well as most other people.**
    A. Yes B. No C. Do not know

12. **I feel I have much to be proud of.**
    A. Yes B. No C. Do not know

13. **Most kids get drugs from their friends or brothers and sisters.**
    A. Yes B. No C. Do not know

14. **How often do you smoke cigarettes?**
    A. Never B. At least once a day C. Once or more a week but not daily
    D. Once or more a month but not weekly E. Once or more a year but not monthly

15. **Cigarettes are as bad as grown-ups say.**
    A. Yes B. No C. Do not know

16. **How often do you use alcohol (beer, wine, liquor)?**

A. Never B. At least once a day C. Once or more a week but not daily
D. Once or more a month but not weekly E. Once or more a year but not monthly

17. **Black coffee and cold showers make drunk people sober.**

A. Yes B. No C. Do not know

18. **How many drinks of beer, wine, or liquor have you had in the last month (30 days)?**

A. None B. One or part of one C. 2-4 D. 5-10 E. 11 or more

19. **How often do you use marijuana?**

A. Never B. At least once a day C. Once or more a week but not daily
D. Once or more a month but not weekly E. Once or more a year but not monthly

20. **Drinking beer is a good way for kids to have fun.**

A. Yes B. No C. Do not know

21. **I like myself.**

A. Yes B. No C. Do not know

22. **How many times have you used marijuana in the last month (30 days)?**

A. None B. Once C. 2-4 times D. 5-10 times E. 11 or more

23. **I often feel useless.**

A. Yes B. No C. Do not know

24. **How many of your friends sometimes use alcohol (beer, wine, liquor)?**

A. None B. A few C. Several D. Most E. All

25. **Kids can be alcoholics.**

A. Yes B. No C. Do not know

26. **At times I think I am no good.**

A. Yes B. No C. Do not know

DCCCA SECONDARY SCHOOL STUDENT SURVEY

Substance Attitudes, Knowledge, and Use

Directions: You should have a small red answer sheet with this survey. Please do **NOT** put your name on it. This survey is anonymous. Instead, please put your school name in the spaces available under the section called "LAST NAME." If your school's name is too long for this section, just use as much of the name as there are boxes under "LAST NAME." Please answer the questions on the answer sheet and **NOT** on the survey itself. Please do **NOT** worry about whether you are giving the "correct" answer; just give your answer to the question. Please make sure that the number of the question always matches the same number on the answer sheet. Please use only a #2 pencil. Please answer every question. You may choose not to do this survey. August, 1988.

1. **What is your sex?**
   A. Male B. Female

2. **What grade are you in now?**
   A. 8th or lower B. 9th C. 10th D. 11th E. 12th

3. **This question is similar to the previous question, but it is very important that you answer both: What grade are you in now?**
   A. 5th or lower B. 6th C. 7th D. 8th E. 9th or higher

4. **Most people's first use of illegal drugs is through:**
   A. Drug dealers B. Doctors C. Strangers D. Friends E. None of these

5. **Smoking cigarettes is enjoyable.**
   A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

6. **I feel that I am a person of worth, at least on an equal basis with others.**
   A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

7. **The most commonly abused drug in the United States is:**
   A. Marijuana B. Alcohol C. Cocaine D. Heroin E. PCP

8. **How many cigarettes have you smoked in the last month (30 days)?**
   A. None B. One or part of one C. 2-4 D. 5-20 E. More than one pack

9. **It would bother me if I were around someone using cocaine.**
   A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

10. **How many of your friends sometimes use marijuana?**
    A. None B. A few C. Several D. Most E. All

11. **Alcoholism is:**
    A. A disease B. An attitude C. An emotional weakness D. A character flaw E. None of these

12. **People who use alcohol are taking a foolish risk.**
    A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

13. **I feel that I have a number of good qualities.**
    A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

14. **How often do you use cocaine?**
    A. Never B. At least once a day C. Once or more a week but not daily
    D. Once or more a month but not weekly E. Once or more a year but not monthly

15. **All in all, I am inclined to feel I am a failure.**
    A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

16. **How many of your friends sometimes use cigarettes?**
    A. None B. A few C. Several D. Most E. All

17. **Using marijuana is a good way to have fun.**
A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

18. **How many times have you used cocaine in the past 7 days?**
A. None B. Once C. 2-4 times D. 5-10 times E. 11 or more times

19. **I am able to do things as well as most other people.**
A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

20. **It would bother me if I were around someone drinking alcoholic beverages.**
A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

21. **How many drinks of alcoholic beverages (beer, wine, liquor) have you had in the last week (7 days)?**
A. None B. One or part of one C. 2-4 D. 5-10 E. 11 or more

22. **Using cocaine is a good way to have fun.**
A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

23. **I feel I do NOT have much to be proud of.**
A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

24. **What is the major reason most young people experiment with drugs?**
A. Advertising B. Curiosity C. Peer pressure D. Parents E. Unhappiness

25. **How often do you smoke cigarettes?**
A. Never B. At least once a day C. Once or more a week but not daily
D. Once or more a month but not weekly E. Once or more a year but not monthly

26. **What is it called when it takes more and more of a drug to get the same effect?**
A. Prevention B. Withdrawal C. Tolerance D. Intervention E. Treatment

27. **It would bother me if I were around someone smoking cigarettes.**
A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

28. **How often do you use alcohol (beer, wine, liquor)?**
A. Never B. At least once a day C. Once or more a week but not daily
D. Once or more a month but not weekly E. Once or more a year but not monthly

29. **It would bother me if I were around someone using marijuana.**
A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

30. **Which of the following kills more teenagers?**
A. Cancer B. Drunk driving C. Cigarettes D. Suicide E. Cocaine

31. **How many drinks of beer, wine, or liquor have you had in the last month (30 days)?**
A. None B. One or part of one C. 2-4 D. 5-10 E. 11 or more

32. **I take a positive attitude toward myself.**
A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

33. **If a pregnant woman drinks alcohol, what percentage passes through to the baby?**
A. None B. 5-10% C. 15-25% D. 30-50% E. 70% or more

34. **How often do you use marijuana?**
A. Never B. At least once a day C. Once or more a week but not daily
D. Once or more a month but not weekly E. Once or more a year but not monthly

35. **Using alcohol (beer, wine, liquor) is a good way to have fun.**
A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

35. **On the whole I am satisfied with myself.**
A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

37. **How many cans of beer can a pregnant woman safely drink?**
A. None B. 1-2 C. 3-4 D. 5-6 E. 7 or more

38. **How many times have you used marijuana in the last month (30 days)?**
A. None B. Once C. 2-4 times D. 5-10 times E. 11 or more

39. **Stopping drug use before it starts is called:**
A. Prevention B. Withdrawal C. Tolerance D. Intervention E. Treatment

40. **How many 12-ounce cans of beer equal TWO mixed drinks with liquor in them?**
A. None B. One C. Two D. Three E. Four

41. **I certainly feel useless at times.**
A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

42. **On how many occasions (if any) have you used cocaine during the last month (30 days)?**
A. None B. Once C. 2-4 D. 5-10 E. 11 or more

43. **How many of your friends sometimes use cocaine?**
A. None B. A few C. Several D. Most E. All

44. **At times I think I am no good at all.**
A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

45. **Three 5-ounce glasses of wine equal how many 12-ounce cans of beer?**
A. None B. One C. Two D. Three E. Four

46. **How many of your friends sometimes use alcohol (beer, wine, liquor)?**
A. None B. A few C. Several D. Most E. All

47. **Which of the following is a true statement?**
A. Kids can be alcoholics.
B. Black coffee and cold showers sober people up. C. Alcoholics drink every day.
D. Those who only drink beer cannot be alcoholics. E. None of these are true.

48. **How many cigarettes have you smoked in the last 7 days?**
A. None B. One or part of one C. 2-4 D. 5-20 E. More than one pack

49. **If a friend was frequently drinking a lot of alcohol (beer, wine, liquor), I would strongly urge them to get help.**
A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

50. **How many times have you used marijuana in the last 7 days?**
A. None B. Once C. 2-4 times D. 5-10 times E. 11 or more times

51. **Which substance remains in the body longest?**
A. Alcohol B. Marijuana C. Caffeine D. Cocaine E. Nicotine

52. **A determination of your BAC (Blood Alcohol Content) does NOT include:**
A. Your blood type B. How fast you drink C. How much you drink
D. How recently you have eaten E. How much you weigh

53. **What is the correct classification of nicotine?**
A. Hallucinogen B. Depressant C. Stimulant D. Narcotic E. None of these

CONCLUSIONS

This section can not be completed for you at this writing due to your deadline for information and due to the infant stage of development of our project. Our bias remains very hopeful at this time in our project's development that this program may be very helpful to many colleges and universities, and ultimately through them to the vast communities and regions they serve.